DOCUMENT RESUME

ED 115 954 95 CE 005 849

AUTHOR	Drechsel, Lionel
TITLE	Career Development Project. [Ogden, Utah City School District]. Final Report and Evaluation.
INSTITUTION	Ogden City Board of Education, Utah.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
REPORT NO	VT-102-346
BUREAU NO	V261002L
PUB DATE	Mar 75
GRANT	OEG-0-72-0886
NOTE	28p.; Tables 3 and 4, the occupational sentiment survey and the knowledge survey, will not reproduce due to lightness of type and have been removed from document
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	*Career Education; Elementary Secondary Education; Job Placement; Occupational Guidance; Program Attitudes; *Program Descriptions; *Program Evaluation; School Community Programs; Surveys; *Vocational Development
IDENTIFIERS	Utah (Ogden)

ABSTRACT

Covering the time period of October 1972 to May 1974, the final report documents the efforts of a career education project in the Ogden City School District. In the elementary grades the program stressed the importance of work and workers and introduced some very basic careers. On the junior and senior high school levels, a career guidance and placement center served as the hub of career exploration, planning and placement, providing resource materials, and coordinating community involvement. The program also provided career information to parents and teachers to enable them to more adequately fulfill their guidance responsibilities. Operation Partnership surveyed local business and industry to gain information to more effectively educate students for the world of work. Provisions were also made for field trips, on-the-job experience, and job training. The results of the independent third party evaluation are included in the report. (Author/NJ)

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Final Report and Evaluation

Career Development Project
October 1972 - May 1974
Ogden City School District

Ogden, Utah

Grant Award #OEG-0-72-0886

Project number V261002L

Prepared by Dr. Lionel Drechsel
Vocational Director, Ogden City Schools

March 1975

CE 005849

In 1970, Dr. Frank Blair, Vocational Director for the Ogden City School District, conducted a vocational needs survey of Ogden City. He surveyed and recorded the needs, attitudes and recommendations of administrators, counselors, service and civic clubs, sample of local employers, parents, teachers, and students. This survey formed the basis for his five year vocational plan, which he later developed.

However, many aspects of the plan could not be implemented due to the lack of finances. The entire area of career education was one of the more important aspect that could not be implemented. This grant was an opportunity to initiate the following areas of career education:

World of Work - To expand the existing World of Work from four elementary schools to the remainder (19) of our elementary schools. This program emphasized the importance of work and workers and acquainted elementary students with some very basic careers.

Operation Partnership - A program which would survey local business and industry to gain information on how schools can most effectively educate students for the World of Work and to involve them more in field trips, on-the-job experiences, and training.

Every Parent a Career Advisor - A program designed to acquaint parents with up-to-date career information.

Every Educator a Career Educator - A program designed to assist in developing learning activities in the regular classroom instruction, which act as a vehicle to help relate curriculum to the World of Work.

Every Secondary Teacher A Career Advisor - A program to prepare career information to assist advisory teachers to more adequately fill their student guidance responsibilities.

Career Guidance and Placement Center - (junior and senior high school level) The Center would act as a hub of career exploration, planning, and placement. It would schedule students for a one to two-day experience in the Center, as well as assist in developing faculty involvement and awareness, and act as a resource center for materials. Community involvement and student placement would be coordinated through the Center.

VT 102346

The specific objectives of each of the career education components are listed below:

1. Operation Partnership

   a. To survey the local business and industry to gain information to evaluate the present curriculum in relationship to the world of work.
   b. To develop new curricula according to the findings.
   c. To implement, evaluate, and revise the new curricula.

2. Every Educator a Career Educator

   a. To develop goals, behavioral objectives and learning activities to be used in regular classes, then coordinate the basic academic curriculum with career education, placing emphasis on careers, career guidance, and the World of Work.
   b. To develop materials to make the curriculum more relevant, and to impress on students the fact that the subject matter is essential to prospective careers.
   c. To design in-service training programs to stimulate and give leadership to all secondary staff.

3. World of Work

   a. To provide additional materials and supplies to further implement the existing World of Work program.
   b. To train a nucleus of key personnel in each of fifteen elementary schools.
   c. To facilitate the World of Work program in each of these elementary schools.

4. Every Secondary Teacher a Career Advisor

   a. To train and to provide all secondary teachers with enough vocational information that they would be able to provide information and guidance to their students.

5. Every Parent a Career Advisor

   a. To provide parents with more realistic information and attitudes concerning careers and the World of Work.
   b. To have each high school student establish a vocational goal and tailor his high school graduation requirements to meet this goal.

6. Career Guidance and Placement Center

   a. To develop, organize and implement a Career Guidance Plan in every secondary school.
   b. To establish a Career Resource Center in every secondary school.

The planning phase of the above programs was started in November 1971. The time schedule for the entire project is outlined in Figure I (attached). While the project was essentially completed within the time frame, a eight month no-cost extension was granted in November 1973. The new terminal date was May 30, 1974.

The evaluation of the original phase of the project was completed by an outside consultant service. The completed evaluation report is found in the appendix.

The objectives of the eight month extension were:

World of Work

1. To provide a liason with the Utah State World of Work Project.

   A. To develop new materials at local and state levels.
   B. To distribute new World of Work materials.

      1. To conduct work shops for teachers to acquaint them with all the new World of Work materials.

2. To provide consultant help to principals and teachers in implementing the World of Work project within their classrooms.

3. To help evaluate all World of Work projects in each school.

4. To develop a system whereby the district supervision and consultant help would be transferred to the individual schools.

Every Educator a Career Educator

1. To develop additional units, examples or techniques that would allow teachers to demonstrate relationships of their classroom academic work with the World of Work.

2. To provide leadership within the school and school district to orient the students and teachers toward career education.

3. To provide communication systems whereby techniques for presenting career materials may be shared by all teachers.

4. To have each Departmental Committee develop enough projects that every teacher will have a minimum of ten concrete local examples of the use and the values of their subject in the actual World of Work.

5. To develop a communications system whereby the technique and values of every teacher will continue after the current project is terminated.

An evaluation in the form of survey-recommendations of the 1973-74 World of Work project is included in the appendix (exhibit B)

Implementation of Program

A. Operation Partnership

Fifty educators from all levels of education participated in a short workshop preparatory to their surveying five hundred local business and industrial establishments.

Existing vocational advisory committees were expanded into a separate advisory committee for each cluster area. These committees met periodically and outlined vocational goals and activities for all grade level. A curriculum committee from elementary, junior high, senior high, and post high school attempted to coordinate the vocational goals and activities into the regular curriculum.

B. Every Educator a Career Educator

Eight curricular committees composed of administrators, teachers, and counselors were organized in the areas of social studies, mathematics, science, language arts, fine arts, trades and industry, office occupations, and home making. These committees developed various kinds of materials, techniques, statistics, and audio visual presentation to help the regular classroom teacher become aware of and present career information to students. Teachers who were responsible for planning and implementing were released from school approximately one-half day per month.

Special programs and workshops were held for all secondary school administrators to familiarize them with vocational-career information, research and leadership functions.

C. World of Work

Starting in the 1972-73 school year the Ogden City School District required all elementary teachers to teach a minimum of two "World of Work"

CALENDAR OF EVENTS

	Nov Dec	Jan Feb	Mar Apr	May Jun	Jul Aug	Sept Oct	Nov Dec	Jan Feb	Mar Apr	May Jun
OPERATION PARTNERSHIP										
Select Cadre Teachers	+									
Interview Trng. Mtgs.		+								
Complete Interview		+								
Begin Curr.Adv. Mtgs.			+							
Curr. Implementation					+					
EVERY ED.a CAREER ED.										
Select Cadre Teachers	+									
Train Cadre Teachers		+ + +								
Develop Materials		+ + +								
Orient Teachers		+ + +								
Workshop-March			+							
Train Reg. Teachers			+ + +							
Cadre Workshop-June				+						
All-Teacher Workshop					+					
Implement Review						+ + + + + + + + + + + + + + +				
ADMIN. TRAIN. MTG.		+ + + + + + + + + + + + + + + + + + +								
Workshop-March			+							
Workshop-June				+						
Workshop-August					+					
WORLD OF WORK										
Select Seven Schools	+									
Train Staff		+ + + + + +								
Trng. Workshop				+						
Train Staff				+ + + + + + + + + + + + + + + + +						
EV. SEC. TCHR. A CAREER ADVIS.										
Select Participants	+									
Dev. Goals-Objectives		+ +								
Develop Materials		+ +								
Field Test Materials			+	+		+ + +				
Summer Workshop				+						
Train All Teachers						+ + +				
Commence Adv. Prog.						+				
EVERY PARENT a CAREER ADVISOR						+				
Appoint Consultant		+								
Outline Goals-Objectives		+ +								
Prepare-Dist. Mtls.			+ + + + + + + + + + + + + + + + + + +							
CAREER CENTER										
Employ Managers		+								
Train Personnel		+ +								
Organize Centers		+								
Center Operational			+							
EVALUATION										
Prepare Pre-test	+	+								
Commence Pre-testing		+								
Monitor Program		+ + + + + + + + + + + + + + + + + + +								
Post-Test									+	+

units. A former classroom teacher was employed as a supervisor of this project.

D. Every Secondary Teacher A Career Advisor

A professional advisory counsel of four teachers and a counselor from each high school and two teachers and a counselor from each junior high was organized. This committee developed an action plan for their school and, with administrators help, tried to implement the plan.

E. Every Parent a Career Advisor

Parents were involved in special vocationally oriented meetings in all secondary schools. A newsletter was published regarding Career Education. Portable displays were built and shown in various public meetings and downtown buildings.

F. Career Guidance and Placement Center

A career Guidance and Placement Center was organized and placed into operation in the two high schools during the 1971-72 school year. A center was placed into operation in each junior high school during the 1972-73 school year. These centers were equiped with books, audio-visual material and personnel to operate them.

Summary of Evaluations

World of Work

Generally the Elementary World of Work has been successfully introduced into all elementary schools at all grade levels. It appears, however, that a part time World of Work supervisor is necessary to fully implement the program.

Operation Partnership

The efforts to involve the business and industrial community in the vocational programs of Ogden City Schools apparently did not

produce any noticable change in attitude of the business and industrial community toward Ogden City School District. Perhaps an eighteen month period is far to short a time to produce a significant change in public opinion without massive amounts of money being spent. The size of the same might also be questioned.

Every Parent a Career Advisor

The increased emphasis on career education produce a slight positive gain in parently understanding of and acceptance of career programs in the schools.

Every Educator a Career Educator

The results of the survey seem to indicate that teachers are presenting and students are learning more career information. Table III suggest a shift in the direction of more positive attitudes of students toward select occupations.

Every Secondary Teacher A Career Advisor

At the high school level there appears to be a relatively significant change in the direction of better scores in the post test. Both high schools showed a gain, but the pre and post test results reflect no change at the junior high school level.

Career Guidance and Placement Centers

Career Resource Centers have been established in each secondary school. They have been well received by students, faculty and parents. While these centers are expensive, the value to the district is reflected by the fact that regular district vocational funds are now used to maintain these centers.

Recommendations

1. The time constraints for a major project need to be lengthened. Thirteen actual school months is not long enough to produce a major impact on a school system or a community.

2. The overall project required more administration and supervision than the budget allowed. Changing public opinion and teacher attitudes is a slow process that requires much more effort than part time supervision. The supervision costs of "starting up" a new program are much higher than supervision costs of an "on-going" program.

OGDEN CITY SCHOOLS
CAREER PROGRAM EVALUATION 1972-73

PREPARED BY
PROFESSIONAL PSYCHOLOGICAL SERVICES

July 20, 1973

TABLE OF CONTENTS

I. INTRODUCTION

II. PARTNERSHIP - INDUSTRY

III. PARTNERSHIP - PARENTS

IV. OCCUPATIONAL SENTIMENT

V. CAREER KNOWLEDGE

VI. SUMMARY

VII. APPENDIX

I. INTRODUCTION

This report summarizes pre and post comparative findings for the career programs of Ogden City Schools for 1972-73. Most of the pretest information was obtained in the spring of 1972. Post testing was accomplished in the spring of 1973. Sample surveys were made in each of the major areas to determine the effectiveness of programs.

The report is presented by the following major categories: Partnership-Industry; Partnership-Parents; Occupational Sentiment and Career Knowledge.

II. PARTNERSHIP - INDUSTRY

This summary includes 31 local people involved in industrial businesses both in the pre and post tests. In nearly all cases the same individual reported both pre and post responses.

Each respondent circled a number on 16 items indicating their feelings regarding each statement. The following table (Table 1) shows the mean raw scores pre, post and difference.

The score was computed by averaging all responses for each item. Each item has 5 possible choices (1,2,3,4,5). The choices range from 1 (None) to 5 (very much).

III. PARTNERSHIP - PARENTS

This summary included 81 parent survey returns in the pre test and 39 returns on the post test. Each respondent circled a number on 17 statements indicating their feeling regarding each item. The following table (Table II) shows the comparative pre and post mean responses and the differences.

The mean score was computed by averaging all responses for each item. Survey statements have 5 or 6 possible response choices (1,2,3,4,5,6).

The choices for statements 1 through 14 range from 1 (None) to 5 (very much). The choices for statements 15 and 16 range from 1 (elementary grades) to 6 (college). The choices for statement 17 range from 1 (high school graduation) to 5 (graduate school).

In assessing the changes from the pre and post conditions in Table 1 it is easy to see that there haven't been great changes, but they are consistent in a negative direction.

In the existing effort and participation section the data indicates a positive change in only two of the five questions. It would appear that knowledge about school career programs and interest in becoming involved has not been inhanced by any efforts in the program. Areas that did show slight positive change were: extent of involvement in school career days, extent that the respondents thought that they might have influence on career curriculum in schools and indication that they might be willing to spend time and effort in working in school career curriculum development.

It might be pointed out that the following items showed significant negative change: extent that they might be willing to except students for on-the-job training, extent that they would be willing to give input about career programs, extent that they would be willing to have visits at their place of business on field trips, and the extent that they would let students work on-the-job at their business.

Table I

PARTNERSHIP INDUSTRY SURVEY

1972-73

		pre	post	diff
A.	Existing effort and participation.			
1.	To what extent are you aware of school career programs?	3.09	2.94	-.15
2.	To what degree have you been involved in on-the job training of students in school?	2.51	2.39	-.12
3.	To what extent have you had students at your place of business on field trips?	2.26	2.10	-.16
4.	To what extent have you participated in school career days?	2.09	2.13	.04
5.	To what extent have you talked with school people in relation to career information or career programs?	2.58	2.32	-.26
6.	To what extent do you consider school and industry cooperation of value to industry?	4.55	4.26	-.29
7.	To what extent do you consider school and industry cooperation of value to students?	4.54	4.48	-.06
8.	To what extent do you value student on-the-job placement to your business?	3.10	3.45	-.35
9.	To what extent do you value student on-the-job placement to the student?	3.97	3.90	-.07
10.	To what degree would you consider industry's input to schools around career curriculum to be of value?	3.96	3.81	-.15
11.	To what extent do you think your input would be used in building or changing career curriculum in the schools?	2.97	3.32	.35
B.	Future effort and participation.			
1.	To what extent would you be willing to spend time and effort in assisting in school career curriculum development?	3.45	3.58	.13
2.	To what extent would you be willing to be involved in learning about school career programs?	3.36	2.87	-.49
3.	To what extent would you be willing to be involved in career days presentations?	3.35	3.06	-.29
4.	To what extent would you desire to be involved in learning about school career programs?	3.36	2.90	-.46
5.	To what extent would you be willing to have students visit your place of business on field trips, etc?	3.94	3.55	-.39

A. Existing effort and participation.

Mean change -.11
Number factors changed positively 2
Number factors changed negatively 9

B. Future effort and participation.

Mean change -.30
Number factors changed positively 1
Number of factors changed negatively 4

As can be seen from Table II the pre and post comparison on the Partnership-Parent survey was more positive than the Partnership-Industry survey. In this area, there were 10 positive changes and only 6 negative changes. The greatest single difference in a positive direction was in response to the item which asks how important parents consider their cooperation with the school in determining their child's career experience.

Other areas which showed positive change were: the degree of involvement in on-the-job training, the degree to which they have discussed career information with their children, and awareness of school career programs. The most significant negative change was in the area of the importance of career information in helping their children in deciding on their career.

Overall it appears that awareness and acceptance of career programs in the schools has improved over the year.

Table II
PARTNERSHIP-PARENT-SURVEY
1972-73

		pre	post	diff.
1.	To what extent are you aware of school career programs?	2.50	3.08	.58
2.	To what degree have you and/or your child been involved in on-the-job training?	2.06	2.36	.30
3.	To what extent are you aware of the field trips taken by students?	3.31	3.36	.05
4.	To what degree have you discussed career information or career guidance programs with school personnel?	1.63	1.94	.31
5.	How important do you consider parent and school cooperation in determining your child's career experiences?	2.50	4.33	1.83
6.	To what extent do you feel that career guidance is of value to your child?	4.42	4.42	.00
7.	To what extent do you feel that on-the-job training is of value to your child?	4.45	4.33	-.10
8.	To what degree would you consider parental input to school career curriculum development to be of value?	3.62	3.75	.13
9.	What impact would your suggestions have on making changes in the career curriculum in the schools?	2.33	2.53	.20
10.	To what extent would you be willing to spend time and effort in assisting in school career curriculum development?	3.11	3.03	-.08
11.	To what extent would you be willing to support your child for on-the-job training purposes?	4.43	4.33	-.10
12.	To what extent would you desire to become involved in learning about school career development programs?	3.72	3.69	-.03
13.	To what extent would you be willing to assist students on field visits?	3.29	3.33	.04
14.	How important is career information in helping your child decide on his/her career?	4.42	4.28	-.14
15.	In which grade should career information begin to be made available to your child?	3.00	2.75	-.25
16.	How early should your child make a tentative career decision?	3.72	3.94	.22
17.	I feel that my child should have the following educational experiences:	3.61	3.75	.14

Mean change .18
Number of factors changed positively 10
Number of factors changed negatively 6
Number unchanged 1

IV. OCCUPATIONAL SENTIMENT

The occupational sentiment survey was designed to assess the students attitude towards a variety of occupations which were randomly selected from the basic occupational groups. The survey was administered to 15 students in each school at each grade level at the junior high schools for a total of 225 students.

On the high school level 27 students from each grade at each school were involved for a total of 162. The questions require a forced choice response on five descriptive terms for each job title. The higher the numerical score the closer the response corresponds to the descriptive terms with negative connotations and consequently a lower score reflects a more positive orientation toward the occupations.

Table III reflects findings regarding general feelings toward occupations in Pre - Post, and differences over the program period. Comparative data is shown for each level and total district.

As indicated in table III there was a numerical shift of .20 for all the combined areas across grades in the direction of more positive attitudes toward the occupations listed in survey. This would suggest that for some reason there was a general trend, although slight, to respond more favorably to general occupations in the post testing.

Since one of the objectives of the program was to impact attitudes of students toward occupations it would appear useful to locate occupations which show significant shift in student attitude. As compared to the average shift of -.20.

Occupations showing the greatest shift in the direction of a more negative attitude are: service station attendent, key punch operator, sales clerk and sewing machine operator.

Occupations showing the greatest shift in the direction of a more positive attitude are: forest fire fighter, fish and game warden, technical publication writer, fireman, chemist and accountant.

It is interesting to note that the shift variance regarding the more popular and status-filled occupations such as physician, lawyer, and actors tended to be in the direction of a more negative attitude.

It is assumed that creating a better attitude toward skilled and technical work is important. It appears that skilled and technical job attitudes made about the same shift in the pre-post comparison as the average shift for all occupations, this depends somewhat on which occupations are classed skilled or technical. Actually there was a good deal of variation. For example, there was significant shift toward a more negative conotation concerning keypunch operators, while dental assistants and butchers showed greater than average positive shift.

A summary of the comparitive results of the pre and post knowledge surveys appears in Table IV. All scores are expressed as a percentage of items passed. These percentage scores are based on mean raw scores for each grade at each school. The range of the differences among the junior high schools in -4 to +4 percentile points. The combined pre and post results reflect no difference at the junior high school level.

At the high school level there does appear to be a relatively significant change in the direction of better scores in the post test. Both high schools showed gain in all grades, with the exception of 12th grade at one of the schools. When the junior high school and high school data is combined the result is a relatively low degree of change in a positive direction.

V. KNOWLEDGE SURVEY

The knowledge survey was designed to assess the students knowledge of general career information. The ceiling on the survey was purposely designed to assure sufficient challenge and also to allow opportunity for improvement over the pre - post test period. The scores in Table IV reflect the mean percentage of items passed for each grade at each school.

In analyzing the results by grade level it is interesting to note that the high school grades (10,11,12) each had a mean positive shift across all occupations greater than the grand mean shift of -.20. Where as the greatest positive shift on the junior high school level (7,8,9) was -.20. This would seem to reflect a real difference in the general orientation toward the occupations listed when comparing the two school levels. For some reason the high school students made a greater positive shift than the junior high school students. One possible reason might be that high school averaged a more negative orientation in the pretest.

WORLD OF WORK
SURVEY AND EVALUATION

Prepared by
Glen Cottle

1973-74

1973-74 World of Work Survey and Evaluation
Ogden School District - by L. Glen Cottle

Survey

School	Number of Teachers Involved in W.O.W.	Number of Students Involved in W.O.W
Bonneville	16	440
Dee	22	423
Edison	13	386
Gramercy	13	425
Grandview	16	467
Hillcrest	15	470
Hopkins	8	211
Horace Mann	20½	595
Jefferson	20	557
Lewis	11	315
Lincoln	12	352
Lorin Farr	14	401
Lynn	13	352
Mountain View	11	232
Polk	15	438
Quincy	11	363
Taylor	14	400
T.O. Smith	15	393
Wasatch	9	286
TOTALS	268½	7506

Evaluation of 1973-74 W.O.W. Program

1. In your school
2. In our district
3. Recommendations for 1974-75

(Note - The answers to these three questions as reported from each elementary school, without any changes or additions are listed as follows:)

1. In your school -
   1. We have done pretty well in our school as we have or are now meeting the goals we set at the beginning of the year. I think, however, we must look more at the quality of the programs and work to improve this.
   2. First grade really enjoyed and learned much from our units. The banking unit is excellent and has been continuous throughout the year. Need more "hands on" units and fewer lectures and study.
   3. All the units have been enjoyable and teachers feel good about the project. However first grade doesn't have time to fully explore W.O.W. because of their extensive reading program.
   4. We feel that we have been quite successful with the W.O.W. program. Our goal was for each class to complete two units of work and we have done this.
   5. Total involvement.
   6. The teachers in our school did many things pertaining to the W.O.W. It was successful in our school.

7. With six teachers new to the building this year it has been a process of re-education of the staff to the value and purposes of the W.O.W. units. We have received all of the units now available and most have been used at least once.

8. Our school goal for this year was that every class would participate in at least two W.O.W. units this year, the first being completed by February 1, 1974 and the second by May 1, 1974. However many of the teachers surpassed this requirement - some participated in 6 or 7 units.

9. The units work very well. We are making plans to use more of them.

10. Every teacher has completed two or more W.O.W. units with the evaluations for the units. Teachers feel very good about the results.

11. W.O.W. projects have been most successful this year. Every grade level has participated.

12. Very Good

13. Each grade has carried one or more units in the W.O.W. Some teachers have had their students on field trips to help develop the unit.

14. Very good.

15. Each teacher k-6 presented a study of the W.O.W. one or more projects for the school year 1973-74.

16. We missed Glen Cottle the first half of the year, but felt under the circumstances the teachers carried out the program to the best of their ability. As a school we like the W.O.W. and appreciate the many units tnat have been developed over the years and have been used in our school.

17. At least one W.O.W. unit has been accomplished in each grade this year.

18. Every teacher has completed at least two W.O.W. units. Some have completed as many as five. Our school has developed a W.O.W. Resources list of parents from various occupational areas. Never before have we experienced so many demonstrations from resource persons and excursions related to W.O.W.

II. In our District

1. Have appreciated the help and strength that Mr. Cottle has given to the program.

2. Probably not as successful as last year.

3. Basic part of social studies curriculum.

4. Unknown

5. We have appreciated the back-up service of Mr. Cottle. I think teachers and principals need to be reminded of the importance and our committment to this project.

6. The support and help from Mr. Cottle has been very valuable.

7. We appreciate the W.O.W. units available and the transportation and Audio Visual materials from the district to make these projects more worthwhile.

8. Excellent.

9. I believe the W.O.W. program has gone well over the district. We need to develop this program with the children while they are young.

10. -------?

11. The district has supplied many units that are applicable and for use in our school and we are using them as rapidly as can be expected.

12. Many fine units have been sent to teachers. Without these we could not keep an effective grade level sequence nor much person direction. Thanks for your nelp!

III. Recommendations for 1974 -75

1. If we're really serious about W.O.W. we need to continue to place emphasis there.

2. Probably a continuation of the present program would be good.

3. Our recommendation would be if possible, to have Mr. Cottle working full time as W.O.W. director.

4. Continue the program as presently set up.

5. An increase in field trip money. This could be set aside exclusively for the W.O.W. field trips and would help us a great deal in taking the students to see workers in their jobs.

6. Continued emphasis upon the W.O.W. units in the elementary school and development of desirable attitude toward work in general on the part of the students.

7. More units available for each grade level.

8. I recommend more input from the district level.

9. Continue giving the program the present emphasis.

10. Glenn Cottle full-time coordinator.

11. Money

12. I would certainly encourage the W.O.W. to continue and expand if possible.

13. Continue the program.

14. We would appreciate any help from the district and from the state on the W.O.W. program that can be coordinated in our curriculum and used in the various classrooms.

15. The program be continued.

16. Director's time spread too "thin"

17. Units requested from Provo (or State Dept.) aren't available often when schools send for them.

18. An occasional grade level meeting for teachers and principals to discuss W.O.W. units and ideas.

19. Build district resource persons file, or help with field trip arrangements (Fund businesses that welcome visits from schools).

S GOVERNMENT PRINTING OFFICE 1972-469-60

Department of Health, Education, and Welfare

Grant No. OEG-0-72-6326

DATE OF THIS REPORTING PERIOD: FROM 1/20/72 TO 5/30-74

NAME AND ADDRESS OF GRANTEE INSTITUTION

Ogden City School District
2444 Adams Avenue
Ogden, Utah 84401

TRANSACTION NO.

INSTITUTIONAL ID NO. 87-600507 W

PROJECT PERIOD: FROM 1/20/72 TO 5/30/74

☐ CHECK IF FINAL REPORT

1. Expenditures of DHEW Funds for this Report Period

a. Personnel	$ 38,650.26	h. Alterations and renovations	
b. Consultant services	5,643.75	i. Other	
c. Equipment			
d. Supplies	6,637.93	j. Total direct costs	50,931.94
e. Travel, domestic		k. Indirect costs: Rate ____ % ☐ S&W ☐ TDC	
f. Travel, foreign		Base $	
g. Patient care costs		l. TOTAL	$ 50,931.94

2. Expenditures from Prior Periods (previously reported)	
3. Cumulative Expenditures	50,931.94
4. Total Amount Awarded - Cumulatively	57,627.00
5. Unexpended Balance (Item 4 less Item 3)	6,695.06
6. Unliquidated Obligations	
7. Unobligated Balance (Item 5 less Item 6)	[illegible]
8.a. Cost Sharing Information - Grantee Contribution This Period	
b. % of Total Project Costs (Item 8a divided by total of Items 1 and 8a)	%
9.a. Interest/Income (enclose check)	
b. Other Refundable Income (enclose check)	

10. Remarks

Total Expenditures	[illegible]
Received to 5/30/74	[illegible]
Receivable at 5/30/74	[illegible]

I hereby certify that this report is true and correct to the best of my knowledge, and that all expenditures reported herein were made in accordance with appropriate grant policies and for the purposes set forth in the application and award documents.

SIGNATURE OF INSTITUTION OFFICER

22 October 1974
DATE

HEW-488 (REV. 9/67)

REPORT OF RESEARCH GRANT EXPENDITURES 28

BUDGET BUREAU NO. 122-R0119